Character education values in a commercial English textbook
for vocational school

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Abstract

This qualitative research was conducted to identify the implementation of character education values in a commercial English textbook entitled *"Forward an English" For the Tenth Grade of Vocational High School*. The 18 (eighteen) character education values observed in this reseach consist of religious behavior, honesty, tolerance, discipline, hard-working, creativity, independence, democracy, curiosity, patriotism, appreciation towards achievement, courteous/communicative ability, love peace, love reading, conservation, social care, logical thinking, and responsibility. This research identified sentences and texts as a source of data by using content analysis. The analysis indicated that 15 (fifteen) character education values are explicitly and implicitly reflected in the textbook.

INTRODUCTION

Character is very important for everyone because by character we can see the attitude of someone. Battistich (2011, p. 2) states that character means attitudes, behaviors, motivations and skills. Character includes attitudes such as the desire to do one's best and being concerned about the welfare of others, intellectual capacities such as critical thinking and moral reasoning. Behaviors such as being honest and responsible, and standing up for moral principles in the face of injustice, interpersonal and emotional skills that enable us to interact effectively with others in a variety of circumstances, and the commitment to contribute to one's community and society. In simple words, character is the person having good intelligent, society, emotional and ethic. Become a good person it means the person having good character.

But the fact today, there are several cases that were done by the teenagers or students such as crime, violence, married by accident, bullying, gangster, drugs, free sex, etc (Sari, 2013). Therefore, Indonesia society thinks the implementation of

education about values, attitudes and character is very important and needed to improve its intensity and quality.

Based on educational problems in Indonesia today, the government requires to implement character education in every schools. Hidayati, Zaim, Rukun and Darmansyah (2014, p. 190) stated that the President Susilo Bambang Yudhoyono also considering character education as the important part of education. It has delivered in a speech on the occasion of National Education Day in 2010 which emphasized the importance of character development for students at every level of education. In this case, it is clear that the character is something that very important and the goal of national education. Then, the Government through the Department of Education develops the values that are important to be character the students and integrated into learning process.

Character education has been both a formal and informal part of schools. It has been integrated into many other pieces of the curriculum. According to Subandi (2014, p. 198) curriculum can be define as the set of planning and organization of purpose, content and learning material as the guidance to learning activity to achieve a particular educational objective (Republic of Indonesia law, no.20 year 2003). In Indonesia curriculum has changed, the new curriculum is known as Curriculum 2013. This curriculum focusing more on character building and integrated learning. The purpose of this curriculum is provides Indonesian people to be religious, productive, creative, and innovative. In this case, the government demand every school level to implement character education (Anugrahwati & Agustien, 2015).

The government command the element of education to insert the character education as values in teaching learning process including the books used. The learners can use a textbook as their source for what extent they have to learn. Textbook formally prepared by the teacher itself as a reason that this textbook is conform with the standardize curriculum. Sheldon as cited in Fatima, Shah, and Sultan, n.d., (2015, p. 79) a textbook can be define as the material specially designed to help second languange learner to increase their ability in knowledge and communication. From this definition, we can conclude that textbooks are needed in teaching-learning process. Textbooks are the important component for English students and must be selected with suitable book and with standardize curriculum.

Based on the explanation above we have known that character education is very required to implement and support that the quality of education system in Indonesia that shaping the character of students. In implementation of character building, a textbook also become one of the supporting aspects to include character education in the textbook. In this way it can help the teachers to apply the 2013 curriculum in addition the teacher's role as introduction to character education in learning process. So, analyzing textbook is needed to get a textbook which is appropriate with the students need. And the best textbook for learners and teachers is a textbook which is suitable with the curriculum implemented in Indonesia.

In this research, the researcher analyze the content of textbook to find the character values implement in the textbook which the government emphasizes there are 18 values of characters education. In the process of research, the researcher tried to analyze the character education of materials in this book with implementation of curriculum 2013.

METHOD

This research use content analysis because the researcher conducting about character education implemented of 2013 curriculum in English textbook. Krippendorff (2004) said that content analysis refers a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.

In this research, the researcher uses some sources such as documents, journals, article and books as references. The content analysis views data not as physical events as texts, images and expressions that are created by seen, read, interpreted and act therefore analyze with such uses in mind. It also limited on the library research because the data does not come from field and the data of research are collected from various references.

The setting of this research is at the 10th grade of Vocational High School. The main source in this research is the English textbook entitled Forward an English for the Tenth grade of Vocational High School. The researcher also can use the others books, documents and other printed materials as references. The others data of this research are journal, thesis, article, and ebook related concerning character education to support and complete the primary data.

In a study by Ary et al (2010, p.424) the primary instrument in collecting and analyzing of data in qualitative research is the researcher him/herself. As the primary instrument the researcher designing, collecting, analyzing, and reporting the results of the research. To help obtain the data in research, the researcher uses another instrument that is coding frame. According to Cope (2010) The purposes of coding are partly data reduction (to help the researcher get a handle on large amounts of data by distilling along key themes), partly organization (to act as a 'fnding aid' for researchers sorting through data), and partly a substantive process of data exploration, analysis, and theory-building.

The instrumentation of this research was "*Forward an English For the Tenth Grade of* Vocational High School published by *Erlangga.* This English textbook provided with curriculum 2013. It means that uses scientific approach and has standard process in learning consisting of observing, questioning, exploring, associating, and communicating. It also provides the attitude or Character education in some discussions, or reading dialogue, and texts.

There are some steps in data analysis. First the researcher reads and analysis carefully the texts or sentences in the textbook by indicators of 18 character education values. In this step, the data compare to find similar data to be classified into a category.

Second, the researcher finds character education values that appear in the texts or sentences in textbook based on indicators. Third, the researcher categorizes the data. The data categorization to insert the data of each element into the same categorization as a kind of comparative work in order to facilitate the analysis. Fourth, the researcher descriptions of the meaning of results in the study. This step is to present the results of data categorization in the form of tabulation and descriptions the data.

FINDINGS

The results of data analysis are presented and discussed in this section to answer the questions of this study.

Character Education Values Appear In the Textbook

To obtain data, the researcher analysis the contents of textbook entitled "Forward an English" designed by Eka Mulya Astuti and Shyla K. Landee published by Erlangga used by 10th grade of Vocational High School that shown character education values based on curriculum 2013.

From 29 texts or sentences, the researcher was only found 15 character education based on curriculum 2013. Although curriculum 2013 emphasizes character education has 18 character education that should be implemented, but in this textbook only 15 characters. The characters that was found in textbook as following: (1)religious, (2)tolerance, (3)discipline, (4)hard work, (5)creativity, (6)independent, (7)democracy, , (8)spirit of nationality, (9)patriotic, (10)achievement appreciation, (11)communicative/friendliness, (12)love of peace, (13)love reading , (14)social care, and (15) responsibility. Those are the character education values that appear in English textbook. The result of analysis can be seen on table below:

Table. 1. Result of Analysis

No.	Character Education	Text/Sentences
1	Religious	- After the young man left, Dayang Sumbi prayed for guidance
2	Honest	-Not found
3	Tolerance	- For you and for me and the entire human race
4	Discipline	- In the evening, I usually recheck the order of my online shop. I go to bed at 11 p.m. I usually wake up early so I set my alarm clock to 4 a.m

		- You are not allowed to drive your car or ride your motorcycle to school if you don't have a driving license
		- From now on, the entire staff will wear an ID tag with a photo
5	Hard Work	- Rowling never stopped doing what she wanted to do
		- Every day, he hunted animals and looked for fruits to eat.
6	Creativity	- Dr. Moller then developed the Skycar M400. He believes that it will be the car for the future
7	Independent	- I'm a student. I'm 17 years old. I'm the owner of Farcee online shop.
		- After school, I work at a cafe as a waiter.
8	Democracy	- Some consultation was conducted in days of meetings
9	Curiosity	No Found
10	Spirit of Nationality	- Soekarno read the text of the Proclamation of Indonesian Independence. Then the flag of Indonesia was raised
		- Every april 21st people in Indonesia commemorate the Kartini Day
11	Patriotic	- Kartini had gone a long time ago, but her spirit and dream will always be in our hearts
12	Achievement Appreciation	- Congratulations on winning the championship! This sure is big
		- Congratulations on yours graduation! One more phase passed
		- Hey, you promoted! I'm happy for you
		- Wow! Congratulations! You really did it well
		- We are pleased to announce that Jane Doe of Doe Elementary School is the winner of our essay contest
13	Friendliness/Communicativeness	- It's nice meeting you in person
14	Love of Peace	- In this place, you'll feel there's no hurt or sorrow

		-	For only love can conquer hate
15	Love Reading	-	Book signing tour
		-	Now we can read all her stories and share her passion
		-	Books not all people could read
16	Care of Enviroment		No Found
17	Social Care	-	I will always remember your willingness to help me during my time of need
		-	Let me help you get into the bathroom, ma'am
		-	Lists of missing people have been posted in Bali and official said that it could take days to identify all the victims
18	Responsibility	-	We are also concerned about your safety

From 18 character education values, the researcher only found 15 character values in this textbook. Then as in table above, we can see achievement appreciation is the highest rate meanwhile honest, curiosity, and care of environment are the smallest rate values. From the result of analysis the researcher explained the characters that found from textbook of some characters as follow:

Religious: According to Nath (2015, p. 84) religion helps to shape the character of an individual and thereby it moulds social life. Thus, it is clear religious is important character to emphasizes the character education values. Here is example of religious that found in textbook.

After the young man left, Dayang Sumbi prayed for guidance. After praying, she became convinced that the young man was indeed her missing son (Astuti & Landee,2016, p. 138).

The sentences were found in paragraph 5 the story of Sangkuriang. The sentences telling Dayang Sumbi who has lost her son Sangkuriang that went from their home, then one day Dayang Sumbi met the young man that is her son. Dayang Sumbi prayed asked guidance to God. After she was praying, she convinced the young man was her son. This action shows the religious value because Dayang Sumbi praying to asked guidance and she got the guidance after she was praying.

Discipline: *In the evening, I usually recheck the order of my online shop. I go to bed at 11 p.m. I usually wake up early so I set my alarm clock to 4 a.m* (Astuti & Landee,2016, p. 11).

The underlined phrase of *'I usually'* is emphasize the routine activities, it means the phrase infers discipline value. Those sentences implicitly provide example and lesson to students in using time and dividing time. With that, the students can be learnt discipline from those sentences.

Creativity: *Dr. Moller then* <u>*developed*</u> *the Skycar M400. He believes that it will be the car for future* (Astuti & Landee,2016, p. 52).

The word underlined 'developed' is show dr. Moller was creative because he create the new car from old car. The old car was slow and did not fly too far, thus dr. Moller try to change the old car becomes car of the future. The car of future be more amazing, the speed is 560 kilometers per hour and can be fly like a helicopter. Dr. Moller can make something worthless to be valuable. From this, we get the lesson from dr. Moller that creativity appears from something worthless.

How the Character Education Values are Implemented in the Text/Sentences of English Textbook

Table 2. How to the Character Education Values Implemented

The way implemented	Total of Sentences
Explicitly	19 Sentences
Implicitly	10 Sentences

From table shows that characters in the texts/sentences of English textbook entitled Forward an English for Vocational High School are mostly delivered explicitly.
a. Explicitly
One of example sentence that show explicitly is discipline. The sentence stated below: *From now on, the entire staff will wear an ID tag with a photo* (Astuti & Landee,2016, p. 92).

Based on sentence above, the sentence shows explicitly discipline character. The content of announcement, instructions for all staff to use an ID tag with a photo are clearly and detailed. In addition, the staff can be understands the announcement easily and clearly.

b. Implicitly

Every day, he hunted animals and looked for fruits to eat (Astuti & Landee,2016, p. 138).

The sentence above tells us the hard work character implicitly. It can be seen from the sentence is not give more information. Not all people can be detected the

meaning of sentence, the sentence need more comprehension. The word of everyday refers he is a hard work man.

DISCUSSION

From the result analysis, in English textbook found character education values. From the data shows character education values appear in English textbook entitled "Forward an English" there are 15 character values that appearing in the textbook. In contrary, Ministry of National Education (2010, p.9) explained there are 18 character education that should implemented based on curriculum 2013, the characters are (1)religious, (2)honest, (3)tolerance, (4)discipline, (5)hard work, (6)creativity, (7)independent, (8)democracy, (9)curiosity, (10)spirit of nationality, (11)patriotic, (12)achievement appreciation, (13)communicative/friendliness, (14) love of peace, (15)love reading, (16)care of environment, (17)social care, and (18) responsibility, but the author was insert only 15 character education.

Based on the regulation of Ministry of National Education number 20/2003 about National Education System, the function of Indonesia education is developing the national characters and dignifying national civilization. Related to that, the main programs of Ministry of Education is to develop students' character education for the sake of improving national education quality (Islami, 2016, p. 280).

In short, the author of the book should be includes all character values to help students to learn not only knowledge but also educational character for them. Not only that, it can be support the curriculum Indonesia in implemented moral students. Then, the values will have a big portion to be mentioned whether it is implicitly or explicitly.

As stated Zuchdi, et al. in Fitriyani (2013, p. 32) characters can be integrated directly or indirectly. Thus, the techniques of integrating character education are categorized into two forms, namely the explicit (direct) technique and implicit (indirect) technique. The explicitly integrating technique aims to make learners more easily understand characters contained in the texts of English textbook, while implicitly integrating technique aims to train learners" logical reason and imagination in order to find and understand the messages in of the characters contained in the texts of English textbook.

From the result, characters in the texts/sentences of textbook are implemented through two kinds of ways which are implicitly and explicitly. The implemented technique of characters is explicitly more dominant in the texts or sentences of this book. This result showed that the author seemed make it easy students in comprehension the character values in the texts or sentences of English textbook.

CONCLUSION

Related to the first objective of this research, characters that are found in the texts or sentences of English textbook entitled Forward an English cover 15 characters.

From those 15 characters achievement appreciation is the highest rate meanwhile honest, curiosity, and care of environment are the smallest rate values.

Furthermore, this research also studies the techniques of integrating characters in the texts of English Textbook entitled Forward an English. The characters that implemented in the texts or sentences consist of two techniques, namely explicit and implicit. The implemented technique of characters explicitly is more dominant in the texts or sentences of this book.

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